



**AHMAD IBRAHIM SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2021**

SECONDARY 4 EXPRESS / 5 NORMAL ACADEMIC

ENGLISH LANGUAGE

Paper 2 Comprehension

1128 / 02

5 May 2021

1 hour 50 minutes

QUESTION BOOKLET – Sections A & B

Additional Materials:

Insert

Question Booklet – Section C

Instructions to Candidates:

ANSWERS

Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1 - 4.

1. In what way does the photograph appeal to people to adopt homeless animals?

(Visual Inference- 1m)

It shows a cat **looking vulnerable/ needy/ lonely/pitiful (1m)**, thus appealing to people's sympathy (1m).

[2]

2. Refer to paragraph 1. Identify one phrase of not more than six words each which suggest that homeless animals are in critical condition. **(Identify word/expression – 2m)**

“need emergency and serious medical care” / “often die due to insufficient resources”

[1]

3. Refer to the section 'Success Stories' in the lower portion of the webpage. What is the effect of the language used here? **(Lang Effect- 1m)**

The use of **imperative** impels readers to click and see success stories.

[1]

4. Which sentence gives the main purpose of the webpage? **(Identify word/expression – 1m)**

“You can help C.A.R.E. fulfil its mission by adopting a pet through this website” [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 15.

5. At the beginning of the text, Richard brought his grandson, Jimmy to the treasure-ledge of the reef. Explain how the language used in Paragraph 1 emphasises how bright the night was.

Support your ideas with **two** details from Paragraph 1. **(Language Impact-2m)**

- The phrase, 'the full moon of midsummer' suggest that the moon was completely illuminated/at its brightest/lighting up the night sky.

- The phrase 'its light made a broad causeway across the horizon' suggests that the moonlight largely spread over the broad skyline showing how well-lit the night was.

- The phrase 'shimmering water' suggest that the sea was reflecting the light of the moon, which emphasizes how illuminated/lit-up the night was.

(Any 2 of the suggested)

[2]

6. The writer says Jimmy's 'answer was to stand poised like a red-bronze statue of speed' (line 20).

- (i) What was his 'answer'? **(Factual-1m)**

He is ready to dive.

[1]

- (ii) What does the phrase 'stand poised like a red-bronze statue of speed' (line 10) suggest about Jimmy's attitude to the task and what lies ahead? **(Inference- 1m)**

Self-assured/ Commanding/ Confident /Fearless / Unafraid

[1]

7. 'The young man ... filling his lungs until his chest stood out like a square box...' (lines 12-13). Why do you think he needed to do this? **(Justify-1m)**

He needed as much oxygen as possible.

[1]

8. Identify an expression from Paragraph 3 that suggests that the boy's dive was precise and sharp. **(Language Impact- 1m)**

'striking the water clean as the point of a dropped knife'

[1]

9. Refer to paragraph 4, lines 15-17.

- (i) What is the contrast between Jimmy and ordinary swimmers? **Answer in your own words. (Factual/ IYOW-2m)**

Jimmy is able to withstand the high/immense water pressure (1m) that could have desensitized/paralysed/impaired/disabled/badly harmed (1m) an ordinary swimmer.

[2]

(ii) What is the effect of this contrast? **(Inference-1m)**

It suggests that Jimmy's physical endurance/strength is uncommon.

[1]

9. In lines 18-19, the writer says 'The silk sponge is to sponge-divers what the silver fox is to trappers on land'.

What does this suggest about the silk sponge? **(Inference - 1m)**

It is exotic/ highly valued/ precious commodity/ rare

[1]

10. 'Close behind it, dim at first, but growing more and more distinct as it came, showed a sinister shape, the dreaded tiger-shark of deep water.' (lines 28-29)

Explain how the structure of this sentence is effective. **(Language Impact -1m)**

It builds suspense by leaving the most shocking thing at the end of a long sentence/ the list of worrying/ fearful details creates a terrifying feeling. OR

Short spurts of phrases first to build the suspense before the longer parts of the sentence which gives terrifying detail.

[1]

11. In Paragraph 7 the writer says 'He was half-way to the surface before its cold deadly eyes caught sight of his ascending body. With a rush like a torpedo-boat, the thirty-foot shark shot toward the straining, speeding figure'. (lines 29-31)

What do the descriptions in the given sentences suggest about the threatening nature of the shark?

| Descriptions | How the shark is a threat to its prey |
|----------------------------|--|
| 'cold deadly eyes' | The shark eyes its prey with the cruel/ heartless intent |
| 'rush like a torpedo boat' | The shark charges/swims/attacks (its prey) with extreme speed/ velocity |

[2]

(Evaluate character response – 2m)

12. From Paragraph 8, identify the word(s) that have the same meaning as
(Identify word/expression – 2m)

(i) lift with massive effort **tremendous heave** [1]

(ii) sudden and forceful closure **snap shut** [1]

13. In Paragraph 10, what is the tone of the grandfather's comment?
(Inference - 1m)

Tone of awe/ awestruck / amazement

[1]

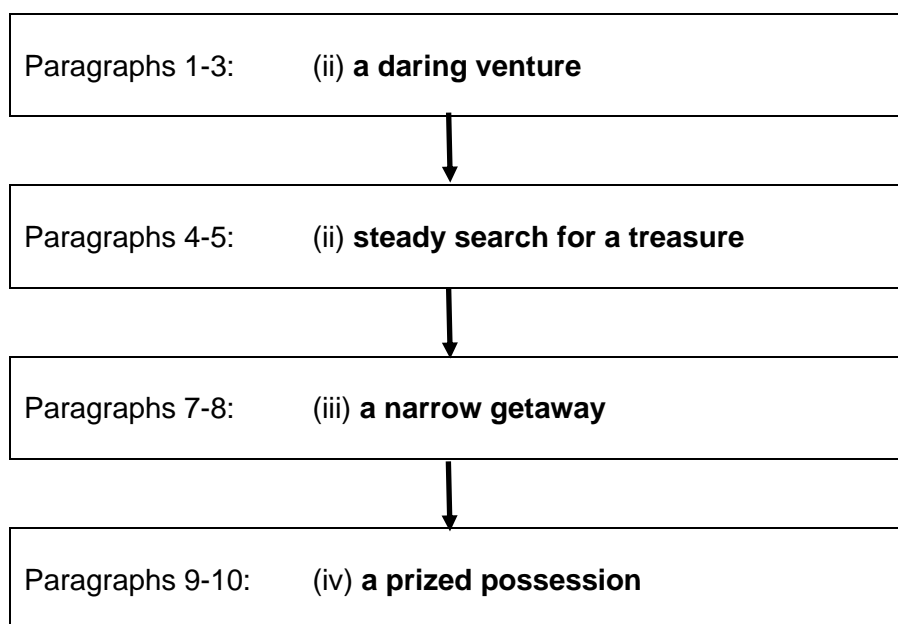
[Turn over

14. The structure of the text reflects the main stages in Jimmy's sponge-diving experience. Complete the flow chart by choosing one phrase from the box to summarise the main focus in each part of the text. There are some extra phrases in the box that you do not need to use.

Jimmy's sponge-diving experience

| | | |
|------------------------------|--------------------------------|--------------------|
| a feared venture | reckless pursuit of a treasure | defeating an enemy |
| steady search for a treasure | spreading panic | a daring venture |
| a prized possession | a narrow getaway | |

Flow chart



[4]

End of Section A & B

(Summarise – 4m)

| Question Type | Question No. | Total No. of Marks |
|----------------------------------|---------------------------------|--------------------|
| Factual | Q6a- 1m | 3 |
| Factual/ IYOW | Q9a- 1m | 1 |
| Identify word/exp | Q7.-2m, Q11 -1m, | 3 |
| Inference | Q6b-1m, Q9a-1m, Q10 -1m, Q14-1m | 4 |
| Lang impact/reason | Q1-3m, Q8-1m, Q11- 1m | 3 |
| Justify LL with evidence/Explain | Q7-1m | 1 |
| Evaluate character response | Q12-2m | 2 |
| Summarise | Q15-4m | 4 |

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 16 – 22.

16. With reference to Paragraph 1, give **two** reasons why playing sports boosts academic performance. **(Factual-2m)**

(i) **It increases cognitive ability.** [1]

(ii) **It naturally increases blood flow to the brain that activates endorphins, impacting one's mood and work performance.** [1]

17. Which **one** word in Paragraph 2 tells us that team sports bring a more united community? **(Identify – 1m)**

'cohesive' [1]

18. Explain what the writer means when he describes communication skills as 'key in maintaining a functioning sports team' (line 19-20). **Answer in your own words. (IYOW-1m)**

Communication skills are essential/ crucial in enabling an athletic team to continue performing/ working together.

[1]

19. What is the writer suggesting in Paragraph 5 when he states 'Necessity demands that athletes learn valuable time management skills that organise chaos' (line 34-35)? **(Inference-2m)**

It suggests that there is no choice but to learn time management skills (1m) to find order in chaos. (1m)

[2]

20. According to Paragraph 6, why do athletes have 'higher levels of social support'? **(Factual -1m)**

Team sports provide athletes with a natural community (which they can seek support from).

[1]

21. Here is a conversation between two students, Michael and Karen who have read the article.



Michael

I think that the high pressure in sports positively impacts athletes.



Karen

I don't think so.
I think it can be harmful too.

(i) Identify two examples from Paragraph 4 that Michael can give to support his view.

a) **Athletes can learn critical decision-making skills.** [1]

b) **They can learn to function under pressure, becoming better at meeting deadlines and working in stressful situations in the future.** [1]

(ii) With reference to Paragraph 4, how would Karen support her view?

It can lead to catastrophic drop in performance. [1]

(Reason for word/expression-3m)

| Question Type | Question No. | Total No. of Marks |
|----------------------------|--------------|--------------------|
| Factual | Q20-1m | 1 |
| Factual/ IYOW | Q16-2m | 2 |
| Identify word | Q17-1m | 1 |
| IYOW | Q18-1m | 1 |
| Language Impact | Q19-2m | 2 |
| Reason for word/expression | Q21-3m | 3 |

[Turn over

22. **Using your own words as far as possible**, summarise the benefits team sports can bring to athletes, and their future.

Use only the material from Paragraphs 3 to 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

One of the benefits team sports brings _____

| No | From Text | Lines | Paraphrased |
|----|--|-------|--|
| 1 | help an athlete become adaptable, persistent, patient and | 13 | grooms an athlete to be adaptable, tenacious, patient and |
| 2 | teach a sense of group and individual responsibility. | 14 | cultivates team and personal responsibility. |
| 3 | It helps to recognise the individual talents each person brings to the table. | 15-16 | It showcases individual talent in a team |
| 4 | It also teaches athletes important life skills | 16-17 | and grows crucial life skills. |
| 5 | develop skills needed to make effective snap decisions, | 22-23 | It develops quick decision making |
| 6 | learn to cope with exacting demands under high-pressure situations and rise to the challenge. | 28-29 | to meet challenging demands in high-pressure circumstances. |
| 7 | This ability to function under pressure translates to a person who is better at making deadlines and working in stressful situations in the future, | 29-30 | This ability helps them to better meet deadlines and work in hectic situations. |
| 8 | learn valuable time management skills | 34 | This nurtures important time management strategies |
| 9 | to keep up with both academics and sport. | 35 | to effectively juggle studies and sports. |
| 10 | Team sports are also said to bolster the five C's: competence, confidence, connections, character, and care. | 36-37 | Team sports reinforces values of competence, self-esteem, relationships, character and care. |
| 11 | At the heart of this is self-esteem – an increased sense of self as a result of better social interactions, stronger relationships, and higher academic performance. | 37-38 | Self-esteem is key to better communication, relationships and academic achievement. |

One of the benefits team sports brings grooms an athlete to be adaptable, tenacious, patient and cultivates team and personal responsibility. It showcases individual talent in a team and grows crucial life skills. It develops quick decision making to meet challenging demands in high-pressure circumstances. This ability helps them to better meet deadlines and work in hectic situations
This nurtures important time management strategies
to effectively juggle studies and sports. Team sports reinforces values of competence, self-esteem, relationships, character and care. Self-esteem is key to better communication, relationships and academic achievement.

84 words (11 Points)

[15]